

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2017 OCT 26 PM 1:32 RECEIVED </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Cooper ISD	060902		
Vendor ID #	ESC Region #		
	08		
Mailing address		City	State ZIP Code
823 FM 1528		Cooper	TX 75432
Primary Contact			
First name	M.I.	Last name	Title
Richard		Roan	Principal - HS
Telephone #	Email address		FAX #
903.395.2111	rroan@cooperisd.net		903.395.2382
Secondary Contact			
First name	M.I.	Last name	Title
Amber		Norris	Curriculum & Instruction
Telephone #	Email address		FAX #
903.300.3915	anorris@cooperisd.net		903.395.2382
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Denicia	M.I. Last name Hohenberger	Title Superintendent
Telephone # 903.395.2111	Email address dhohenberger@cooperisd.net	FAX # 903.395.2117
Signature (blue ink preferred)		Date signed


10/23/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Offering rigorous, articulated CTE programs at Cooper ISD prepares students for success in their chosen fields or careers, while equipping them to make a difference in our global society. Cooper ISD is committed to the development of our faculty and ensuring students have the resources needed to be successful in such challenging environments. Currently, Cooper HS offers a CTE strand in Health Science. The coursework lends itself for students to take dual credit courses at a neighboring college to acquire a certification as a Certified Nurse Assistant. In effort to increase participation in industry based certifications and allow open access to a variety of certifications we are looking to expand our CTE Course and Certification offerings beginning 2017-2018.

Motivational Rationale:

Students see the benefit of taking advance CTE courses which lead to certification by facing challenges and learning new skills with their peers while receiving support from their Health Science Instructor. Industry based certifications allow students to push themselves into uncharted territory while gaining confidence and developing essential college skills such as understanding science practices and developing advance reasoning strategies. In a rural school district, opportunities to fully prepare students for industry are often hard to provide due to the lack of resources. A grant such as this would provide the resources needed to expand our CTE Health Science strand while opening up more than 100 career areas and 50 college majors for our students. The three elements of this grant will include the costs of expansion materials, training/professional development and student certifications.

Goals and Objectives:

The overall goal of Cooper ISD's CTE expansion initiative will be to cultivate student's interest in the medical field, provide equitable access and increase student success on industry based certifications.

The objectives are to:

1. Focus the faculty on student learning and success
 - Ensure faculty accountability in creating and maintaining an academically challenging environment.
 - Provide professional development and training on simulations and certifications to enhance pedagogy related to inquiry-based learning.
2. Develop new advanced CTE offerings to address the learning needs of current and future careers.
 - Provide resources and tools necessary to facilitate and sustain student success on CTE certifications.
 - Provide technology in support of teaching innovative lessons.
 - Provide funding for CTE certification exams and require all students to take their respective exam.
 - Provide articulated CTE opportunities in A&P and Medical Terminology.

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Project Plan:

The project will be implemented at Cooper High School and involve one teacher and three administrators. Administrators will serve in recruitment of underserved populations through parent and student communication. The instructor will organize clinicals and prepare high impact lessons using a variety of WICOR (Writing, Inquiry, Collaboration, Organization and Reading) instructional strategies to increase learning. Integrated planning will ensure all components of the project plan work synergistically together. Lab equipment, simulation kits, assessment fees, materials and supplies needed for planning and implementation will be included in the expansion grant. Future program costs of assessments, profession development/training, lab supplies and materials will be included in the 2018-2019 proposed school budget to insure sustainability of this program.

Evaluation Plan:

Progress evaluation will determine to what extent the project's goals and objectives are being met. Student performance data will drive program decision making and resource allocation.

Data to be tracked to determine program success:

- Student completion of Articulated CTE Health Science Courses with an 80% or better.
- Certification passing rate
- Participants SAT/ACT scores
- Typically underserved student enrollment

Planned Outcomes for Students:

- Increase interest in health science articulated courses
- Increased participation and performance on national certification tests
- Increase confidence and success in college coursework
- Increase scores on College Aptitude Tests

Planned Outcomes for Teacher:

- Increased comfort with authentic instruction in respect to certification readiness
- Increase in pedagogical skills required for hands-on inquiry based WICOR strategies

Budget Summary:

The budget includes funds for required resources and equipment such as lab tables and stools, textbooks, lab supplies and simulations, technology to support instruction, professional development, pre-assessment training materials, and assessment fees.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 060902				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$315	\$	\$315	\$63
Schedule #9	Supplies and Materials (6300)	6300	\$14064	\$	\$14064	\$2813
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$19647	\$	\$19647	\$3929
Grand total of budgeted costs (add all entries in each column):			\$34026	\$	\$34026	\$6805
Administrative Cost Calculation						
Enter the total grant amount requested:					\$	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 060902				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1				\$	\$
2	Educational aide			\$	\$
3	Tutor				
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$

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2 4	Subtotal employee costs:		\$	\$
Substitute, Extra-Duty Pay, Benefits Costs				
2 5	6112	Substitute pay	\$	\$
2 6	6119	Professional staff extra-duty pay	\$	\$
2 7	6121	Support staff extra-duty pay	\$	\$
2 8	6140	Employee benefits	\$	\$
2 9	61XX	Tuition remission (IHEs only)	\$	\$
3 0	Subtotal substitute, extra-duty, benefits costs		\$	\$
3 1	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 060902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Student Liability Insurance	\$315	\$63
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
1		\$	\$

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3			
1		\$	\$
4		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$315	\$63

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
	Certifications, Articulated College Textbooks, Professional Development, Basic Assessment Kits, Venipuncture Kits, Suture Kits, Centrifuge, Dog Simulator, Canine IV Leg, Clinical Simulator Supplies, AED Simulators, CPR Mannequins	Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$14064	\$2813
Grand total:		\$14064	\$2813

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 060902				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	Chromebooks	20	\$215	\$4300	\$860
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12	EBook Lab	15	\$160	\$2400	\$480
13	CCMA Certification Online Guide & Practice	20	\$65	\$1300	\$260
14	Pharm Tech Study Guide & Practice	20	\$99	\$1980	\$396
15	CVA Online Materials – Level 1	5	\$179	\$895	\$179
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Hospital Bed	1	\$1127	\$1127	\$225
20	Lab Table	1	\$1814	\$1814	\$363
21	Mattress – Hospital Bed	1	\$275	\$275	\$55
22	Lab Tables	12	\$415	\$4980	\$996
23	Lab Stools	24	\$24	\$576	\$115
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$19647	\$3929

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 060902										Amendment # (for amendments only):					
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	107	43.7%	Total Eco Dis Students 9-12 enrolled in CTE course												
Limited English proficient (LEP)	0	0%	No LEP students currently enrolled in CTE												
Attendance rate	NA	%													
Annual dropout rate (Gr 9-12)	NA	%													
Teacher Category	Teacher Number	Teacher Percentage	Comment												
1-5 Years Exp.	8	28%													
6-10 Years Exp.	4	14%													
11-20 Years Exp.	1	3%													
20+ Years Exp.	15	53%													
No degree		%													
Bachelor's Degree		%													
Master's Degree		%													
Doctorate		%													
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										66	63	67	62	258	
Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 060902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted by Cooper ISD's High School Site team this spring. The focus was to identify needs of students in school wide programs.

The CNA identified the following:

- Need for increasing access to rigorous industry certification opportunities. The team reviewed data from the 2016-2017 CTE Dual Credit enrollment, profile of area health science career opportunities, and certification requirements for those health science jobs which are in high demand. The CIP team felt the focus for this coming year should be advanced CTE courses and preparation for industry based certification.
- Need for a vision and plan for expanding opportunities in the health science field to offer rigorous end of course certifications to better prepare our students for career opportunities while enrolled in college coursework and beyond.
- Need for resources to provide access for all through lab materials, simulations, and assessment fees.

Cooper High School will be the only campus offering advanced CTE courses/ certifications and the one to be served by this grant.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

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On this date:

By TEA staff person:

County-district number or vendor ID: 060902		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Provide resources and tools necessary to facilitate and sustain student success on CTE industry based certifications.	CCMA, CPCT, and Certified Pharmacy Technicians certifications will empower students to prepare and enter the workforce upon graduation.
2.	Equitable access to rigorous courses to prepare students for college success.	Students receiving hands on training prior to college instills confidence and retention for completion of coursework of additional certifications or degrees.
3.	Provide professional development and training to increase pedagogy related to inquiry based learning.	Purchasing equipment and software that is relevant to industry not only increases hands on skills necessary for successful job performance, it also ensures success in certification areas.
4.	Provide problem solving and collaboration skills among students.	Students will be able to simulate real-life healthcare situations in a controlled setting to ensure that safe, industry appropriate decisions are made and carried out prior to entering a site based, clinical setting.
5.	Provide technology and support for teaching innovative lessons.	Grant funding will provide instructional materials, Chromebooks, and technology used in industry to broaden student's scope of technology skills and ensure successful certification.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 060902			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1	Instructor	Instructor has obtained an RN, BSN, along with Texas Teacher Certification		
2	Curriculum Director	Curriculum Director obtained an MS in Educational Leadership, with a BS in Education and Texas Teacher Certification		
3	Principal	Principal obtained an MS in Educational Leadership with a BS in Education and Texas Teacher Certification.		
4	Academic Advisor	Academic Advisor obtained a Masters in Educational Leadership with a BS in Education and Texas Teacher Certification.		
5				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1	Provide resources and tools needed to facilitate instruction.	1. Purchase supplies and simulations for clinical skills	12/30/2017	02/15/2018
		2. Purchase equipment and lab furniture	12/30/2017	02/15/2018
		3.		
		4.		
		5.		
2	Professional Development and training on simulation labs.	1. CTE Conference	07/01/2018	07/14/2018
		2.		
		3.		
		4.		
		5.		
3	Provide pre-course and post course certification assessments.	1. Purchase textbooks and review materials	12/30/2017	02/15/2018
		2. Purchase certification assessments	05/01/2018	05/07/2018
		3.		
		4.		
		5.		
4	Monitor and Assess Program Effectiveness.	1. 1 st Quarter – Data Analysis/Monitor and Adjust	02/19/2018	02/21/2018
		2. 2 nd Quarter – Data Analysis/Monitor and Adjust	04/09/2018	04/15/2018
		3. 3 rd Quarter – Data Analysis/Monitor and Adjust	10/09/2018	10/15/2018
		4. 4 th Quarter – Data Analysis/Monitor and Adjust	12/17/2018	12/19/2018
		5.		
5		1.		
		2.		
		3.		
		4.		
		5.		
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities				
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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.	
Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 060902	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The campus improvement team meets quarterly to complete a continuous improvement cycle known as Plan, Do, Study, Act for each areas of focus. The agenda for each site team meeting will include:</p> <ul style="list-style-type: none"> • Academic Advisor, Principal, Curriculum Director and teacher will gather and analyze data to determine the effectiveness of focused programs, and plan for refinement of goals. • Teacher will gather and analyze progress monitoring data each quarter on all HST students to determine levels of success and plan for refinement of student learning objectives and goals. • Baseline data will be set for the first year allowing for adjustments in the spring along with identification of additional professional development and training needs. • Spring data will bring results of the industry based certification exams and student selection for courses being offered 2018-2019. Parents will be educated about the benefits of CTE certifications and encouraged to enroll their student in the 2018-2019 Health Science advanced courses. • The Academic Advisor will submit data from ACT/SAT tests for the team to review and determine how advanced CTE courses and certifications might have impacted the Math and Science aptitude test scores. 	
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only.</p>	
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Schedule #15—Project Evaluation

County-district number or vendor ID: 060902 Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Performance Coursework	1.	90% of all students will earn an 80% or better in articulated course
		2.	
		3.	
2.	Student Performance – Certification Exam	1.	90% of all students will earn passing percent or better on respected exam
		2.	
		3.	
3.	Student Performance – ACT/SAT	1.	Students ACT Science and Math Scores will increase by 5% in 2018
		2.	
		3.	
4.	Student Identification – AP Potential	1.	AP potential will identify 5% more students eligible for AP success in Science and Math.
		2.	
		3.	
5.	Student Participation – Eco Disadvantage / Other Sub Populations	1.	Underserved student participation will increase by 5%
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection and Problem Solving:

The Academic Advisor and Curriculum Director will provide the site team with data quarterly to determine student progress. Data pulled from specific CTE National Board Certifications, TxEIS, PEIMS/Gradebook, Eduphoria, College Board score reports will help the team determine actions and adjustments made for recruitment, retention, and success in articulated CTE courses and certifications. Walkthrough data and lesson plans will indicate the level of WICOR being implemented and determine the need or direction of future professional development/training.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Cooper ISD considered industry demands when planning for CTE program expansion. In researching what direction to expand, the district reviewed a variety of industry resources such as:

- Industry Demographics – Number of colleges offering advanced certification in the medical field vs. number of potential employers.
- Emerging and Evolving Health Science Careers - highlighting projected growth from Interlink at www.interlink-ntx.org
- Top Careers in Demand by Region and State – occupational trends highlighted at www.texascareers.com

After conducting health care industry research, data revealed that within a 60 mile radius of Cooper, TX there are a multitude of health care providers including hospitals, multi-specialty physician clinics, home health agencies, hospice agencies, nursing homes, long term care facilities, skilled nursing centers, dental offices, optometrist offices, privately owned pharmacies, corporate owned pharmacies, institutional pharmacies, outpatient infusion and treatment centers, wound care centers, physical therapy clinics, and cancer treatment centers which all seek staff competitively. Training statistics also indicated very few rural high schools in our area provide health care certifications, and only one community college in a 60 mile radius which offers a CNA and Pharmacy Technician program. The nearest Certified Medical Assistant and Patient Care Technician program is over 60 miles away. Understanding that with that comes industry demands for training students to be workforce ready in the healthcare field, specifically Certified Clinical Medical Assistants, Pharmacy Technicians, Patient Care Technicians, and Certified Nurse Assistant. To market our students and ensure they are industry ready, Cooper ISD feels this health science program expansion is imperative.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Health Science Instructor will partner with Advanced Technical Credit Program (ATC) for students to obtain college credit while in high school. The program facilitates the use of articulated credit in colleges across the state and streamlines and standardizes the articulation process for students, schools, and colleges.

Students who successfully complete statewide articulated secondary courses, meet the requirements for award of college credit outlined in the Standard Articulation Agreement. Upon enrollment in the participating public two-year colleges students are eligible to receive advanced technical credit for their corresponding college course(s). Cooper ISD will work with Eastfield College and Paris Junior College for Articulated Credit to be awarded in the following courses:

- Anatomy & Physiology MDCA 1309
- Medical Terminology MDCA 1213

For students to receive credit they must complete the ATC statewide articulated course with a grade of 80 (3.0) or better. If multiple courses and/or prerequisite courses are required in the ATC Articulated Course Crosswalk, a student must also complete each of these courses with a grade of 80 (3.0) or better. ATC courses provides the students of CISD with credits toward higher level health science degrees.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Medical Terminology

1 credit

MEDTERM • 13020300

Course Description: The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

AND**Principles of Health Science**

1 credit

PRINHLSC • 13020200**OR****Health Science Theory**

1 credit

HLTHSCI • 13020400**OR****Health Science Theory/ Health Science Clinical 2 credits****HLSClin • 13020410****Special Note:**

Separate training must be obtained for each course.

Essentials of Medical Terminology**HPRS 1106 or HPRS 1206**

Course Description: A study of medical terminology, word origin, structure, and application.

End-of-Course Outcomes: Define, pronounce, and spell medical terms with the use of medical references as resource tools; utilize terms in context; analyze medical terms; examine word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols.

OR**Medical Terminology****MDCA 1213 or MDCA 1313**

Course Description: A study and practical application of a medical vocabulary system. Includes structure, recognition, analysis, definition, spelling, pronunciation, and combination of medical terms from prefixes, suffixes, roots, and combining forms.

End-of-Course Outcomes: Define terms and abbreviations which apply to the structural organization of the body; analyze and identify terms and their components from a list, including prefixes, suffixes, roots, and combining forms; pronounce, spell, and define medical terms; and interpret the contents of a written patient medical scenario.

OR**Medical Terminology I****1205 or HITT 1305**

Course Description: Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties.

End-of-Course Outcomes: Identify, pronounce, and spell medical terms; use terms in context; utilize prefixes, suffixes, root words, and plurals to construct medical terms; analyze medical terms; translate abbreviations; and interpret symbols.

Anatomy and Physiology

1 credit

ANATPHYS • 13020600

Course Description: The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Enhancements:

- Include elements of pathophysiology.
- Include all developmental stages of the human body.

Required Prerequisites:

Biology and a second science credit

Instructor Requirements

Teacher with an associate's degree must have a minimum of 3 years of medical work experience. Teacher with a bachelor's degree or higher must have some medical work experience.

Anatomy and Physiology for Allied Health**VNSG 1320 or VNSG 1420**

Course Description: Study of the structure (anatomy) and function (physiology) of the human body, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems.

End-of-Course Outcomes: Identify the structure of each of the body systems; describe the functions of each body system; and discuss the interrelationship of systems in maintaining homeostasis.

OR**Anatomy and Physiology for Medical Assistants****MDCA 1309 or MDCA 1409**

Course Description: Emphasis on structure and function of human cells, tissues, organs, and systems with overview of common pathophysiology.

End-of-Course Outcomes: Identify and correlate cells, tissues, organs, and systems of the human body; differentiate normal from abnormal structure and function; and differentiate all body systems, their organs, and relevant pathophysiology.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 060902

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Cooper ISD will partner with National Healthcareer Association (NHA) for the health science certification process. NHA certifications one of the most trusted and valued certifying associations in industry. NHA is well known in our surrounding area by potential healthcare employers. Partnering with NHA will provide certification opportunities in the areas of Certified Clinical Medical Assistant, Pharmacy Technician, and Certified Patient Care Technician. Certifications such as these increase students' employability upon graduation while preparing them for success in a post-secondary setting.

CISD will also partner with Texas Veterinary Medical Association (TVMA) for the Veterinary Medical Assistant Level I Certification. TVMA is the governing board for all veterinary medicine including Board Certified Veterinarians. TVMA certifications are highly sought by veterinarians statewide. High school students who achieve Veterinary Medical Assistant Level 1 can utilize this certification to further education at the collegiate level by way of Level II and III or Veterinary Technician Certification.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

To provide the hands on skill training and cooperative learning necessary for certification success, Cooper ISD's health science department will partner with the following hospitals/practices/clinics :

- Rural Health Clinic at Trinity Mother Frances Clinics Sulphur Springs (TMFCSS) in the Medical Surgical Floor, the Emergency Department, the Maternal Child Department, Outpatient Radiology, Outpatient Surgery, the Laboratory Setting, and the Physical Therapy Department.
- Cody Drug, and independently owned pharmacy and Medicine Chest Institution which is institutional pharmacy that provides medications to many local nursing homes, assisted livings, and skilled nursing facilities.
- Hunt Regional Medical Center of Greenville in the Emergency Department
- Birchwood Manor and Jordan's Home Health to provide these students with a wide variety of knowledge on multidisciplinary care.

Cooper ISD feels that students will receive valuable experience and exposure to not only important skills but professional expectations upon completion of their course work in rotation clinicals.

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Texas Education Agency

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902 Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Perkins Reserve Grant budget includes funds for required resources and equipment such as:

- Lab tables and stools
- Textbooks
- Lab supplies
- Simulations
- Technology to support instruction
- Professional development
- Pre-assessment training materials
- Assessment fees

To sustain the program year to year, the proposed 2018-2019 district budget will include funding for future certifications along with consumable supplies so that all students have ample opportunity to continue to prepare for industry based certifications in the healthcare industry.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Capstone industry certifications which Cooper ISD will offer students in 2017-2018 include:

- Certified Nursing Assistant (CNA)
- Pharmacy Technician (EXCPT)
- Clinical Medical Assisting (CCMA)
- Patient Care Technician (CPCT)
- Veterinary Medical Assistant (CVA)

Partnerships with Paris Junior College will be utilized to complete the requirements for the Certified Nurse Aide. All other certification requirements and skill checks will be attained through partnerships with industry.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 060902 Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The existing CTE Health Science strand provides students the opportunity to practice a clinical experience in the surrounding communities and acquire a CNA or Pharm Tech certification. While this affords an invaluable experience, the expansion grant would allow students to continue to assess their hands-on learning by expanded industry based certifications options to include:

- Certified Nursing Assistant (CNA)
- Pharmacy Technician (EXCPT)
- Clinical Medical Assisting (CCMA)
- Patient Care Technician (CPCT)
- Veterinary Medical Assistant (CVA)

Bringing new certification options to Cooper ISD will require medical simulation kits, labs and technology that exposes our students to real-world technology with an operational understanding.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 060902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 060902		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)			
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)			
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)			
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)			

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)			
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)			
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Student s	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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